

CalServe Developmental Partnership Rubric, 2000-2003

Section 1 - Vision and Benchmarks

PRESENTS AN EXCEPTIONAL CASE	PRESENTS AN ADEQUATE CASE	PRESENTS A LIMITED CASE	PRESENTS AN INADEQUATE CASE
1a. Establish a Vision The district / cluster has established a very clear vision for how teaching and learning will occur. A very clearly identified and articulated vision for service-learning is presented. Youth and a wide cross section of individuals and organizations have worked very collaboratively to develop the service-learning vision.	The district / cluster has established a clear vision for how teaching and learning will occur. A clearly identified and articulated vision for service-learning is presented. Youth and a cross section of individuals and organizations have worked collaboratively to develop the service-learning vision.	The district / cluster has established a vision for how teaching and learning will occur. A vision for service-learning is presented. Youth and a limited cross section of individuals and organizations have worked collaboratively to develop the service-learning vision.	The district / cluster has not established a vision for how teaching and learning will occur. A vision for service-learning is not presented. Youth and a cross section of individuals and organizations have not worked collaboratively to develop the service-learning vision.
1b. Identify Benchmarks The well-written benchmarks identify very specific events and activities that will be critical to the achievement of the districtwide vision for service-learning. Specific, exemplary benchmarks have been identified to establish exemplary plans and policies to support service-learning.	The benchmarks identify some specific events and activities that are related to the achievement of the districtwide vision for service-learning. Several benchmarks have been identified to establish plans and policies to support service-learning.	The benchmarks identify some general events and activities that are related to the achievement of the districtwide vision for service-learning. General benchmarks have been identified to establish plans and policies to support service-learning.	The benchmarks identify some general events and activities that are minimally or not related to the achievement of the districtwide vision for service-learning. Benchmarks have not been identified to establish plans and policies to support service-learning.

Section 2 - High Quality Service-Learning

PRESENTS AN EXCEPTIONAL CASE	PRESENTS AN ADEQUATE CASE	PRESENTS A LIMITED CASE	PRESENTS AN INADEQUATE CASE
2a. Curricular Design Elements A process has been described that will ensure that service-learning activities are in very good alignment with the federal definition for service-learning. Key partners are very actively involved in this process. Examples of high quality service-learning activities for each grade span are presented.	A process has been described that will ensure that service-learning activities are aligned with the federal definition for service-learning. Some partners are actively involved in this process. Examples of adequate quality service-learning activities for each grade span are presented.	A limited process has been described that will ensure that service-learning activities are somewhat aligned with the federal definition for service-learning. Few partners are actively involved in this process. Examples of generally low quality service-learning activities for some grade spans are presented.	A very limited process has been described that will ensure that service-learning activities are not aligned with the federal definition for service-learning. It is unclear if any partners are actively involved in this process. Few or no service-learning examples of very low quality for some grade spans are presented.
2b. Student Assessment A description of how service-learning will be used to provide students with excellent opportunities to demonstrate their understanding of the district's content standards and civic responsibility is very well presented.	A description of how service-learning will be used to provide students with opportunities to demonstrate their understanding of the district's content standards and civic responsibility is adequately presented.	A limited description of how service-learning will be used to provide students with opportunities to demonstrate their understanding of the district's content standards and civic responsibility is adequately presented.	A minimal or no description of how service-learning will be used to provide students with opportunities to demonstrate their understanding of the district's content standards and civic responsibility is presented.

Section 3 - Training and Professional Development

PRESENTS AN EXCEPTIONAL CASE	PRESENTS AN ADEQUATE CASE	PRESENTS A LIMITED CASE	PRESENTS AN INADEQUATE CASE
3a. Assessment of Training Needs and Strengths A very thorough process of identifying the needs and strengths of service-learning participants and practitioners has been conducted. As an outcome of this process, key areas of need and strength have been well identified for all stakeholders.	An adequate process of identifying the needs and strengths of service-learning participants and practitioners has been planned or conducted. As an outcome of this process, key areas of need and strength have been adequately identified for all stakeholders.	A limited process of identifying the needs and strengths of service-learning participants and practitioners has been planned. As an outcome of this process, possible key areas of need and strength have been minimally identified.	A minimal or no process of identifying the needs and strengths of service-learning participants and practitioners has been planned.
3b. Training and Professional Development Plan The list of activities very accurately reflects the key areas of need and strength and includes participation of all stakeholders. There is a very clear linkage and integration with other school and district training events.	The list of activities adequately reflects the key areas of need and strength and includes some participation of all stakeholders. There is adequate linkage and integration with other school and district training events.	The list of activities reflects some areas of need and strength and includes participation of some stakeholders. There is limited linkage and integration with other school and district training events.	The list of activities minimally reflects areas of need and strength and includes minimal or no participation of some stakeholders. There is minimal or no linkage and integration with other school and district training events.

Section 4 - Organizational Design and Capacity

PRESENTS AN EXCEPTIONAL CASE	PRESENTS AN ADEQUATE CASE	PRESENTS A LIMITED CASE	PRESENTS A MINIMAL CASE
4a. Organizational Design Excellent examples are presented to demonstrate that the partnership is a true “win-win” collaboration between the district and a variety of community partners. Overall partnership coordination is very well described to provide leadership and support for the initiative. A very well designed districtwide staffing structure is described.	Adequate examples are presented to demonstrate that the partnership is a true “win-win” collaboration between the district and some community partners. Overall partnership coordination is adequately described to provide leadership and support for the initiative. An adequate districtwide staffing structure is described.	Few examples are presented to demonstrate that the partnership is a true “win-win” collaboration between the district and the community partners. Overall partnership coordination is described to provide limited leadership and support for the initiative. A limited districtwide staffing structure is described.	Very few or no general examples are presented to demonstrate that the partnership is a true “win-win” collaboration between the district and the community partners. Minimal or no partnership coordination is described to provide leadership and support for the initiative. A minimal or no districtwide staffing structure is described.
4b. Organizational Capacity A very active district advisory committee is in place that is made up of a broad cross-section of the school and community. Roles of the advisory committee promote very substantial ownership and build capacity for the service-learning initiative. Service-learning is being built very substantially into the programmatic structure of the district through a planning and implementation process.	An adequate district advisory committee is in place that is made up of a cross section of the school and community. Roles of the advisory committee promote adequate ownership and build capacity for the service-learning initiative. Service-learning is being built adequately into area(s) of the district through a planning and implementation process.	A district advisory committee is in place that is made up of a limited cross section of the school and community. Roles of the advisory committee are unclear and do not necessarily promote ownership and capacity for the service-learning initiative. Service-learning is being built into a limited number of areas of the district.	A minimal or no district advisory committee is in place that is made up of mostly educators and few if any community members. Roles of the advisory committee are unclear and minimally promote ownership and capacity for the service-learning initiative. Service-learning is being built into few or a minimal number of areas of the district.

Section 5 - Resource Development

PRESENTS AN EXCEPTIONAL CASE	PRESENTS AN ADEQUATE CASE	PRESENTS A LIMITED CASE	PRESENTS AN INADEQUATE CASE
5a. Funding and Resources A very broad base funding structure has been identified. MOU's and or partnership agreements from the district and key partners describe specific funding and resources that will be provided.	An adequate base funding structure has been identified. MOU's and/or partnership agreements from the district and key partners describe adequate funding and resources that will be provided.	A limited funding structure has been identified. MOU's and/or partnership agreements from the district and key partners describe few and resources that will be provided.	An unclear or no funding structure has been identified. MOU's and /or partnership agreements from the district and key partners do not describe funding and resources that will be provided and are letters of support only.
5b. Public Relations A specific, comprehensive, ongoing plan to promote service-learning has been described.	An adequate plan to promote service-learning has been described.	A limited plan to promote service-learning has been described.	An unclear plan to promote service-learning has been described.
5c. Recognition Activities A specific, comprehensive recognition plan for all participants and stakeholders has been described.	An adequate recognition plan for most participants and stakeholders has been described.	A recognition plan for a few participant groups has been described.	A recognition plan for a minimal or no participants and stakeholders has been described.

Section 6 - Evaluation of Service-Learning and Continuous Program Improvement

PRESENTS AN EXCEPTIONAL CASE	PRESENTS AN ADEQUATE CASE	PRESENTS A LIMITED CASE	PRESENTS AN INADEQUATE CASE
6a. Local Evaluation Team The local evaluation team has very clearly identified roles and is made up of practitioners and participants. A very well qualified independent evaluator is identified.	The local evaluation team has adequately identified roles and is made up of practitioners and participants. An adequately qualified independent evaluator is identified.	The local evaluation team has been identified and is made up of mostly practitioners and few participants. An independent evaluator with limited qualifications is identified.	The local evaluation team has been identified and is made up of some practitioners and participants with no evaluation qualifications. Roles are unclear. An evaluator is identified.
6b. Impacts of Service-Learning A very clear description of the process and kinds of evidence that will document each of the following areas is described: impacts on student learning and civic responsibility; impacts on community; and impacts on teachers, schools and district.	An adequate description of the process and examples of the kinds of evidence that will document some of the following areas are described: impacts on student learning and civic responsibility; impacts on community; and impacts on teachers, schools and district.	A limited description of the process and some examples of the kinds of evidence that will document some of the following areas are described: impacts on student learning and civic responsibility; impacts on community; and impacts on teachers, schools and district.	An unclear description of the process and few or no examples of the kinds of evidence that will document some of the following areas are described: impacts on student learning and civic responsibility; impacts on community and impacts on teachers, schools and district.
6c. Monitoring Program Improvement A very clear description of the process and kinds of evidence that will document progress in the following areas is described: achieving the district's service-learning vision and benchmarks; implementing quality service-learning; organizational effectiveness; effectiveness of training; and professional development. A very clear plan for how evaluation data and results might be used to promote service-learning is described.	An adequate description of the process and kinds of evidence that will document progress in the following areas is described: achieving the district's service-learning vision and benchmarks; implementing quality service-learning; organizational effectiveness; effectiveness of training; and professional development. An adequate plan for how evaluation data and results might be used to promote service-learning is described.	A limited description of the process and kinds of evidence that will document progress in the following areas is described: achieving the district's service-learning vision and benchmarks; implementing quality service-learning; organizational effectiveness; effectiveness of training; and professional development. A limited plan for how evaluation data and results might be used to promote service-learning is described.	A minimal or no description of the process and kinds of evidence that will document progress in the following areas is described: achieving the district's service-learning vision and benchmarks; implementing quality service-learning; organizational effectiveness; effectiveness of training; and professional development. A minimal or no plan for how evaluation data and results might be used to promote service-learning is described.

Section 7. Overall Coherence and Merit

PRESENTS AN EXCEPTIONAL CASE	PRESENTS AN ADEQUATE CASE	PRESENTS A LIMITED CASE	PRESENTS A MINIMAL CASE
The application is very comprehensive and cohesive. The overall partnership is strong and addresses the needs and interests of all key stakeholders. The application clearly demonstrates how each part of the program is related to and supportive of the other parts and is focused on achieving the proposed vision and results. There is very strong evidence of commitment and capacity to implement a high quality service-learning initiative as described in this application, including the budget.	The application is sufficiently comprehensive and cohesive. The overall partnership will benefit most of the key stakeholders. The application adequately demonstrates how most parts of the program are related to and supportive of the other and are generally focused on achieving the proposed vision and results. There is adequate evidence of commitment and capacity to implement the service-learning activities described in this application, including the budget.	The application is somewhat comprehensive, but is disjointed. There is inadequate evidence that the overall program will benefit the key stakeholders. The application insufficiently demonstrates how each part of the program is related to and supportive of the other parts. It is not clear that the described activities are focused on the proposed vision and results. The application lacks convincing evidence of the partnership's commitment and capacity to implement the service-learning activities described in this application, including the budget.	The application is not comprehensive and lacks cohesion. There is no evidence that the overall program is a quality service-learning initiative and will benefit the key stakeholders. The application does not demonstrate how each part of the program is related to and supportive of the other parts. The described activities are not focused on achieving the proposed vision and results. The applicant does not have the commitment or capacity necessary to implement the initiative described in this application, including the budget.